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What are Outcomes?

An outcome is a problem-related, attainable, and measurable statement of a program's intended effect on its client's knowledge, skills, attitudes, behavior, or condition.

HUH???

The measurable effect on someone as a result of what they did in your program.

Different from Outputs/Processes

Output/Process – What you do

Outcome – What they get

Defining Outcome Evaluation

The way to demonstrate the actual measurable changes that your program has brought to the clients, agency, and community.

Evaluation Techniques

Processes focus on:

- Numbers
- Demographics
- Budgets
- Activities

Outcomes focus on:

- Clients
- Community
- End Results

Specifically, Outcomes Are…

Focused on what the client will gain

Measurable and define how it will be measured

Specific – tells who, how, and when

Attainable and can be attributed to that program

Understandable to someone outside of the program

Why should I evaluate?

"Evaluation is too complex – I don't have the time or skills to do it right."

"I don't need to worry about outcomes after they're written."

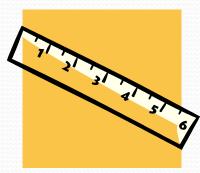"I know what my clients need – I don't need to measure it."

Why measure outcomes?

External reasons to measure

- Shifts focus from *process* to *results*

- Leads others to view your program as an investment, rather than a "charity"

- Shows exactly how your program makes a difference in the lives of people

- Attracts new donors and volunteers

Why measure outcomes?

Internal reasons to measure

- Sharpens program focus

- Improves management effectiveness

- Helps to identify training needs

- Motivates staff and volunteers

- Provides a tool to communicate the program's success

- Documents effectiveness for expansion

A Traditional Service Program Model

INPUTS	→	ACTIVITIES	→	OUTPUTS

Inputs - resources dedicated to or consumed by the program *(What do you have?)*

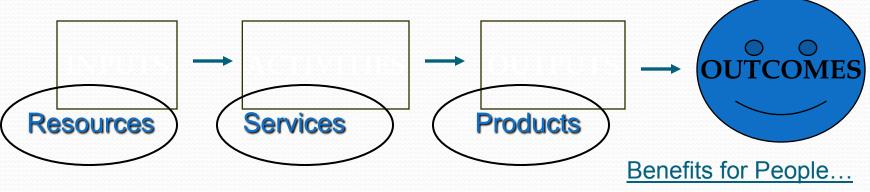*money, staff, volunteers, equipment, regulations*

Activities – services that fulfill the program's mission *(What do you have?)*

training, education. counseling, mentoring

Outputs - direct products of program activities *(How much?)*

the number of….

classes taught, hours of service, participants served, materials distributed, sessions held

A Program Outcome Model

INPUTS → ACTIVITIES → OUTPUTS → **OUTCOMES**

Resources   Services   Products

Benefits for People…

➢ new knowledge
➢ increased skills
➢ modified behavior
➢ improved condition
➢ altered status
➢ changed attitude

Examples of Process/Outcomes Goals

Process:

Provide 100 clients 1500 hours of counseling services.

Client Based Outcome:

After 6 months of counseling, clients will report 65% achievement of counseling objectives. These objectives will be defined by clients and therapist together within one month of intake and reviewed quarterly

Another Example

Process:

Hold 15 after-school health education and fitness classes for middle-school children.

Client Based Outcome:

75% of children who attend a minimum of 8 health and fitness classes will be able to describe at least 3 examples of health, food choices.

Yet Another Example

Process:

Provide support and counseling services to 150 youths identified as "at risk of juvenile delinquency"

Client Based Outcome:

75% of youth served will report a higher positive use of time and more involvement in structured activity.

REMEMBER!!!

OUTCOMES ARE CLIENT-FOCUSED,
NOT PROCESS-FOCUSED

Specifically, Outcomes are...

Focused on what the client will gain

Measurable and define how it will be measured

Specific – tells who, how, and when

Attainable and can be attributed to that program

Understandable to someone outside of the program

Beware Specious Reasoning…

If A happens, then B happens, did A cause B?

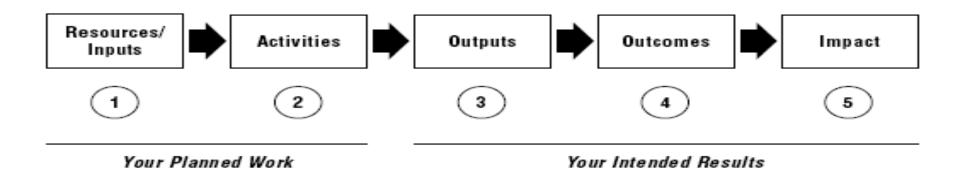http://www.youtube.com/watch?v=u2zXSaDFi7o

Which are Outcomes?

1. 200 youth will attend substance abuse prevention and awareness programs

2. At least 60% of youth will report an increased comfort in saying no to a request to try alcohol, tobacco, or other drugs

3. Six workshops will be offered in 2005 (4 for youth and 2 for parents)

4. 50% of participants will report decreasing or discontinuing substance use

5. 50% of the youth who participate in this program will never have a substance abuse problem

Which are Outcomes?

1. This program will provide access to free health care to all low-income residents of Lake County

2. 2000 clients will complete an office visit at least once in 2008.

3. 75% of clients with hypertension will achieve blood pressure control (< 145/95)

4. 90% of clients will increase awareness of their health care needs
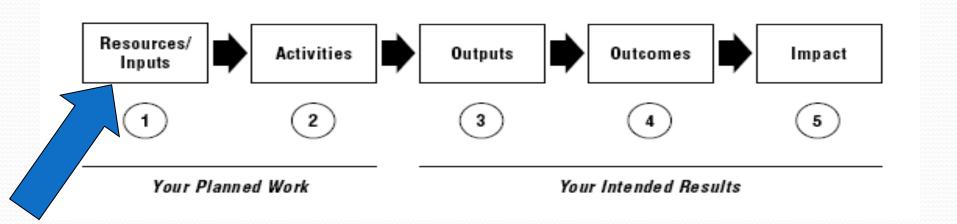
The *What* and *Why* of the Logic Model

The *WHAT*: Logic Model Definition
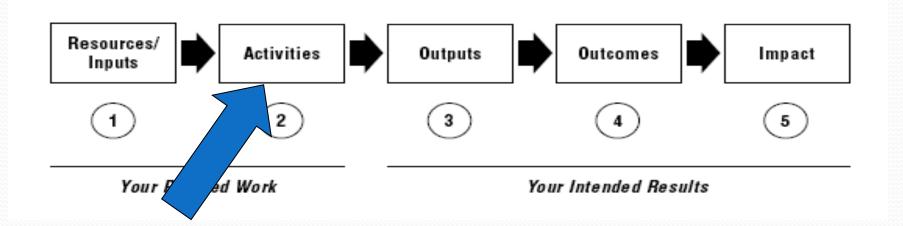
A systematic and visual way to demonstrate a <u>logical</u> connection between the **resources** that you need to operate your program, the **activities** that you propose to do, the **outputs** of your work, the changes or **outcomes** you hope to see, and the **impact** it will have on the community.

Resources/Inputs

Resources/Inputs → Activities → Outputs → Outcomes → Impact

① ② ③ ④ ⑤

Your Planned Work   **Your Intended Results**

Resources include the human, financial, organizational, and community resources a program will need in order to do the work. Sometimes this component is referred to as *Inputs*.

Activities

| Resources/ Inputs | → | Activities | → | Outputs | → | Outcomes | → | Impact |

① ② ③ ④ ⑤
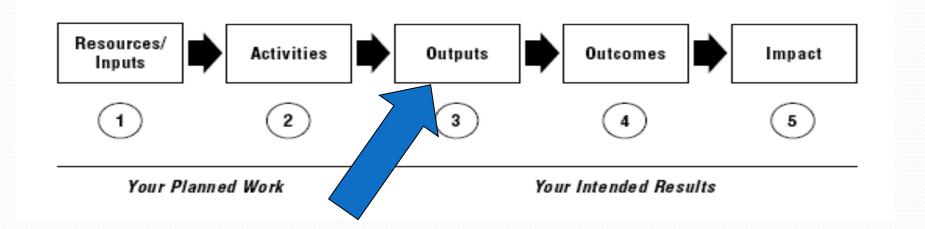
Your Planned Work   *Your Intended Results*

Program Activities are what the program does with the inputs/resources to fulfill its mission.
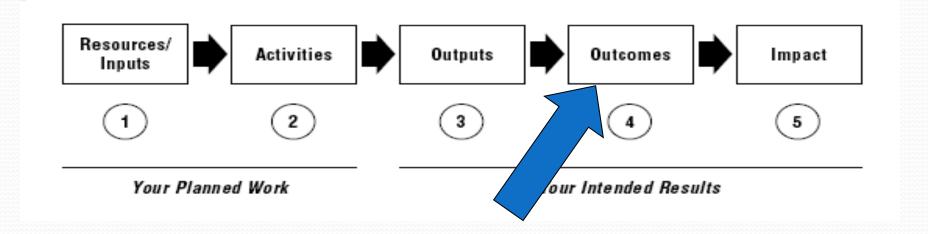
Activities may include providing food, counseling sessions, education classes, or job training.

Outputs
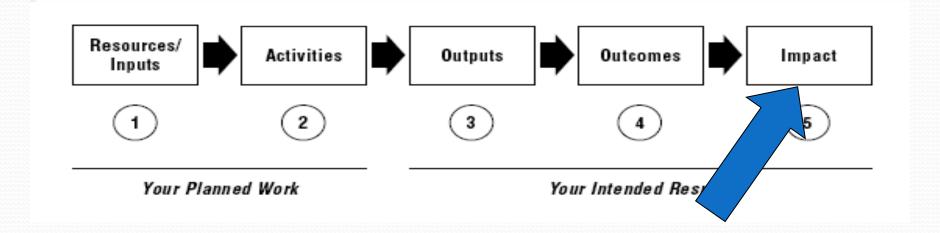
Outputs are the direct products of program activities and may include the number of classes taught, hours of service delivered, or number of participants served.

Outcomes

Outcomes are the specific changes in a participants' attitude, knowledge, behavior, skills, or condition.

Impact

Impact is the fundamental intended or unintended change occurring in the community or target population as a result of program activities.

Input	Activities	Outputs	Initial (Short Term) Outcomes	Intermediate Outcomes	Long Term Outcomes
Donated Office Space

Supervisor – Director, Planning/Fund Distribution

United Way Community Assessment

Neighborhood Assessment Staff

Individuals

Community organizations

Funders

The Volunteer Center | Gather information

Foster partnerships

Survey

Hold meetings

Encourage involvement

Identify concerns

Facilitate solutions | Identify 2-5 neighborhoods to be assessed

Form active collaborations with community organizations

Assess needs and concerns of residents

Assess strengths of the community and its residents | Neighborhood issues, needs, services and assets will be identified and presented in a format that will result in a road map for neighborhood improvements. | Raise community awareness

Establish community outcomes - areas in which to focus funding & initiatives

Utilize the skills of the citizens and assets of the community to create solutions to their issues | Outcomes are met *Examples: Poverty decreases by X% in Waukegan Crime decreases More youth graduate Increase in employment*

Citizens are empowered and involved |

The Logic Model

Input	Activities	Outputs	Outcomes	Impact
Office space

Executive Director

Volunteer doctors

Medication

Medical equipment

Funding

Community support | Market the clinic / advertise

Provide free blood pressure screening & education at community events

Provide full health assessments & lab work

Treat high blood pressure and other illness with individual health plans & medication | Conduct 500 blood pressure screenings

Conduct 300 complete health assessments with lab work

Provide ongoing medication and follow-up appointments to 150 patients in order to treat and monitor blood pressure | 125 patients will achieve blood pressure control (<145/95) within 12 months of entering the program | Blood pressure control reduces the frequency of diabetes and other health concerns, reduces the community cost associated with the health department & emergency room visits, and increases the number of citizens able to be self-sufficient and contribute to the community |
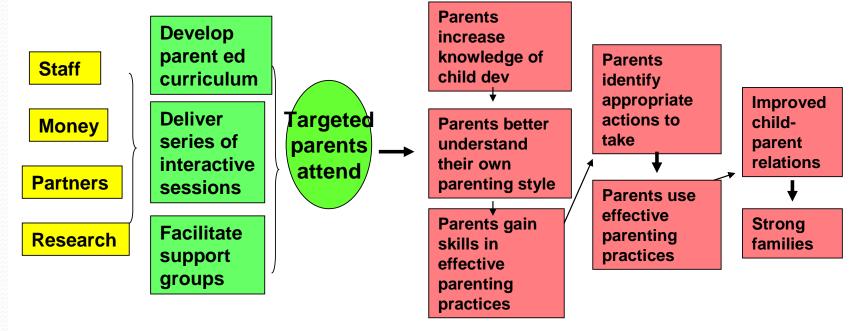
The Logic Model

The *WHY*: What's the Point?

- Greatly strengthen any application for funding
- Educate funders, staff, board, & public
- Help build the program design & clearly explain program concepts
- Finds gaps in theory or logic
- Enhance the case for program investment

![University of Wisconsin-Extension logo]

University of Wisconsin-Extension

Inputs	Outputs		Outcomes

Staff

Money

Partners

Research

Develop parent ed curriculum

Deliver series of interactive sessions

Facilitate support groups

Targeted parents attend

Parents increase knowledge of child dev

Parents better understand their own parenting style

Parents gain skills in effective parenting practices

Parents identify appropriate actions to take

Parents use effective parenting practices

Improved child-parent relations

Strong families

EVALUATION: What do you (and others) want to know about this program?

What amount of $ and time were invested?	**Were all sessions delivered? How effectively?**	**Did all parents attend that we intended? Who did/did not?Did they attend all sessions?**	**To what extent did knowledge and skills increase? For whom? Why? What else happened?**	**To what extent did behaviors change? For whom? Why? What else happened?**	**To what extent are relations improved? Does this result in stronger families?**

"If…Then…"

If stop smoking classes teach about health hazards and effective quitting techniques	*Then* smokers acquire knowledge, change their attitudes, and gain skills to stop smoking	*If* smokers know that smoking is harmful, want to quit and have the skills to minimize withdrawal symptoms	*Then* they will quit smoking	*If* they quit smoking,	*Then* they will have fewer smoking related illnesses

How to "Read" a Logic Model
- When "read" from left to right, logic models describe program basics from planning through results.
- Reading a logic model means following a chain of reasoning or "*If…then*…" statements which connect the program's parts.

Short Term, Intermediate Term, Long Term Outcomes

If stop smoking classes teach about health hazards and effective quitting techniques	*Then* smokers acquire knowledge, change their attitudes, and gain skills to stop smoking	*If* smokers know that smoking is harmful, want to quit and have the skills to minimize withdrawal symptoms,	*Then* they will quit smoking	*If* they quit smoking,	*Then* they will have fewer smoking related illnesses

Short Term   **Intermediate**   **Long Term**

How to Write Your Outcomes

- Five Components:
  - Outcome
  - Measurement
  - Strategies
  - Rationale
  - Long Term Effects

The Outcome Management Team

- Should include…
  - Program Staff
  - Supervisory Staff
  - Marketing/Development
  - Key Volunteers

You Decide the…

- **Outcome Goal**
  - Benefits for participants
- **Outcome Indicators**
  - The specific information collected to track a program's success
- **Outcome Targets**
  - Numerical objectives for a program's level of achievement on its outcomes

For Example…

- **Outcome Goal**
    - Youth will abstain from substance abuse.
- **Outcome Indicators**
    - The number of youth using substances will decrease as a result of this program.
- **Outcome Targets**
    - 50% of youth will report decreasing or discontinuing substance use.
    - 75% of youth will report increased awareness of health promotion behaviors.

To formulate an outcome…
(component #1)

Ask Yourself:

- Why do we have this program?
- What difference does it make in the community?
- What do we want to be able to say about our clients?
- What do they know/have/do/become as a result of participating in our program?
- What change outside of our program do we want our activities to create in the community?

To formulate an outcome…
(component #2)

Ask Yourself:
- How do you know that these things occur
- In what way will you track how program participants experience the intended benefits/changes?

To determine your outcome's strategies…
(component #3)

<u>Ask Yourself:</u>

- What steps will you need to take to achieve your desired outcome?

   (There will probably be more than one strategy, eg, numbers of classes, length of classes, number of participants)

To determine your outcome's strategies…
(component #4)

Ask Yourself:

- Why is this outcome appropriate for participants?
- How is the target set at a certain level?
- How will the program increase the ability of participants to reach this goal?

To determine your outcome's strategies…
(component #5)

Ask Yourself:
- How will achieving your outcome(s) benefit the community
(May extend beyond the terms of the grant)

Write the Outcome

A number & percentage of clients will accomplish Y for/in Z amount of time

100 or 75% of parents will report a 40% increase in how often they read to their children six months after they left the program.

Use Action Verbs!

- When writing outcomes, make your clients active participants, not passive recipients
  Use **action verbs** such as increase, decrease, maintain, obtain, improve what you want to change
- 75% of parents will report a 40% **increase** in how often they read to their children six months after they left the program.

Example

Client Based Outcome

75% of children who attend a minimum of 8 health and fitness classes will be able to describe at least 3 examples of healthy food choices

Measurement

Pre/post questionnaires will be administered to children at the first, 8th and 15th class.

-or-

Students will keep food diaries tracking after school snacks and that will show an increasing awareness of making healthy food choices.

Example

Client Based Outcome

75% of children who attend at least half of the health and fitness classes will be able to describe at least 3 examples of healthy food choices

Strategies

Health and fitness sessions afterschool which teach healthy eating and fun ways to exercise

We will hold 15 1.5 hour classes

Waukegan 6th graders will be recruited

100 children will join the program

75 children will attend all 15 sessions

Example

Client Based Outcome
75% of clients with hypertension will achieve blood pressure control

Rationale
Hypertension is the most prevalent diagnosis and impacts over half our clients. Although widespread, it is a condition that can easily be controlled by the client and does not necessarily require medication.

2010 Lake County Consolidated Application
PROPOSED PROGRAM YEAR OUTCOME

What are the PROJECTED 2010 Program Year client-based outcomes and results for this program?

State the Outcome: State benefits for participants as a result of being in the program	
Strategies: Describe how the outcome will be achieved.	
Measurement: Indicate method(s) used to measure results.	
Target Dates: What are the target dates for this outcome?	
Rationale: What is the rationale for setting the outcome at the projected level?	
Long Term Effect: Explain how this outcome is beneficial to clients and/or the community, beyond the terms of the grant.	

WRITING OUTCOMES EXERCISE

In small groups:

- Briefly describe a program
- Identify the program's clients (there may be more than one client, but choose only one for this exercise)
- Identify a desired change or benefit for the client that the program provides
- Write an outcome for your program, complete with:
    1. Measurements
    2. Targets
    3. Strategies
    4. Rationale
    5. Long-Term effects

Making Outcomes Work for You

Advanced Outcomes Training

Successful programs recognize that outcomes…

- **Retain and increase funding**
- **Indicate program improvement needs**
  - Support long range planning
  - Increase agency-wide quality standards
  - Enhance programs' public image
- **Improve the community**
  - Set community goals
  - Identify partners for collaboration

Do you have the *BEST* outcome for your program?

- Does it represent your primary customer/client?
- Does it show a change that is attributable to your program?
- Is the change meaningful?
- Would the service recipients agree with it?
- Would you invest in a program that did this?

Common Mistakes

- Viewing the outcome process as just something you "have to do" in order to get funding
- Writing outcomes to fit what you already do
- Changing the target because you didn't reach it
- Not analyzing/using the data you receive
- Viewing setting outcomes as the endpoint – *It is just the beginning!*

When setting outcomes/targets...

DON'T REINVENT THE WHEEL!

- Use national organizations
- Internet sources
- Network with other service providers
- Ask for help!!!

Using Outcomes to Communicate Results

- Annual Reports
- Funding proposals
- Web sites
- Brochures
- Fund raisers
- Board meetings

- Staff retreats
- Direct mail campaigns
- Advertisements
- Public Relation pieces
- Volunteer training
- Many more…

The Community Wants…

- Program specific data
- Statistics and numbers in context
- Know where the money goes
- Local examples of stories
- Not too technical

When Communicating Outcomes…

- Be positive
- Focus on behavior changes that are meaningful
- Report realistic findings
- Don't give statistics that can't be attributed to your program
- Talk about the results you have measured, not what you expect to happen in the future

"Don't throw out the baby with the bath water"

Don't disregard all else when you start using client-based outcomes for evaluation of your programs

Using Outcomes for Program Improvement

- Sharpens program focus
- Improve management effectiveness
- Helps to identify training needs
- Motivates staff and volunteers
- Documents effectiveness for expansion

Provides a tool to communicate the program's success

Program Improvement Process

- *Select* a problem that is hindering the achievement of the intended outcome
- *Determine* the causes of the problem
- *Brainstorm* many potential solutions
- *Select* the best improvement idea(s)
- *Develop* improvement plan
- *Implement* the plan
- *Assess* the effectiveness

Tips for Better Plans

- Get the right people involved
- Avoid jumping to conclusions
- USE DATA!!!
- Work on problems within your control
- Develop a plan
- Follow and monitor the plan

Example

Client Based Outcome

- 50 clients (25%) will get a job and keep it for at least 6 months by July 2009.

Strategies

- We will hold 10 two part training sessions on how to interview and keep a job.
- 200 people will attend the trainings.
- Employers will be recruited to hire 100 people
- Follow-up and additional training provided so that 50% of those hired will remain for at least 6 months

Results

Client Based Outcome

- 50 clients (33% of total) got a job and 22 clients kept it for at least 6 months by July 2009.

Strategies

- We held 9 two part training sessions (one canceled due to lack of response)
- 150 people attended at least one of the two sessions (85 attended both)
- 50 people were hired
- Follow-up proved difficult. We lost track of a couple people, but we know at least 22 kept jobs for 6 months.

The Power of Performance Measure

- What gets measured gets done
- If you don't measure results, you can't tell success from failure
- If you can't see success, you can't reward it
- If you can't recognize failure, you can't learn from it
- If you can demonstrate results, you can win support!

Questions?

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